

Ithaca College Department of Speech-Language Pathology and Audiology

Strategic Plan (2013 – 2018)

The strategic plan is aligned with the SLPA Department mission and Ithaca College Initiatives (Appendix C).

The SLPA department regularly reviews the strategic plan during department meetings and online discussions. Progress toward each goal is measured annually through a faculty survey and review of department records (e.g., number of alumni guest lectures and graduation rates). The information is used to identify strengths and opportunities within our programs. In May, 2018 the SLPA department began revising the strategic plan and an updated plan will be available December, 2018

Information below in blue font reflects updates as of fall 2018.

IC 20/20 THEME 1: LEVERAGING OUR STRENGTHS THROUGH INTEGRATIVE LEARNING

Core Curriculum

Fostering Civic Engagement

Connecting Students and Alumni

The Department of SLPA has many strengths. Our faculty are hard-working and dedicated professionals who have expertise across the field of communication disorders; our students are enthusiastic about academics as well as about the opportunity to participate in clinical and scholarly activities; our program is well supported by the institution, allowing us to maintain several labs as well as an up-to-date clinic that provides a valuable professional service to the community.

The goals in this priority area focus on maintaining our strengths with an emphasis on linking theory to practice through hands-on learning/clinical experiences that contribute to the community. Creation of additional undergraduate integrative learning experiences is an institution-wide initiative that is still in progress; the department is well positioned to include the Integrative Core Curriculum in our course sequence.

SLPA Department Goal 1: Graduate and undergraduate students demonstrate proficiency in oral and written communication skills necessary to master the required coursework and clinical practica.

This goal is in progress.

Oral Communication-Undergraduate

In response to a survey of SLPA faculty in May 2018, 5/9 faculty members reported that undergraduate students were provided with opportunities to address oral communication skills in 4/14 required academic courses in the major. These courses include: Introduction to Communication Disorders (e.g., weekly group participation tasks), Phonetics (e.g., in-class discussion and feedback), Brain Science (e.g., in-class discussion and feedback), and Clinical Methods (e.g., oral summary of EBP assignment). In addition, students enrolled in the Clinical Practicum course had opportunities to demonstrate proficiency in oral and written communication (e.g., supervisory conferences and delivery of whole-class and small group lessons).

Written Communication-Undergraduate

In response to a survey of SLPA faculty in May 2018, 5/9 faculty members reported that undergraduate students were provided with opportunities to address written communication in 6/14 required academic courses in the major. These courses included Introduction to Communication Disorders (e.g., weekly blog), Phonetics (e.g., short answers on quizzes with feedback provided), Articulation (e.g., speech sample analysis project), Fluency and Voice Disorders (in-class written assignments), Clinical Methods (e.g., EBP written assignment), and Communication in the Aging Population (e.g., journal entries). In addition, students enrolled in the Clinical Practicum course had opportunities to demonstrate proficiency in oral and written communication (e.g., lesson plans and SOAP notes).

Oral Communication-Graduate

In response to a survey of SLPA faculty in May 2018, 7/9 faculty members reported that graduate students were provided with opportunities to address oral communication in eight (8) required academic courses in the program. These courses included AAC (e.g., oral exams), Rehabilitation of Acquired Cognitive Disorders (e.g., in-class labs), Child Language Disorders 3-21 (e.g., in-class discussions and feedback), Fluency (e.g., in-class discussions and feedback), Neurological Bases of Communication and Motor Speech Disorders (e.g., research project), Adult Aphasia and Related Disorders (e.g., in-class discussions and feedback) SLP in Educational Settings (e.g., in-service presentations), and Early Intervention (e.g., parent interview project). In addition, all graduate students participate in professional writing throughout their clinical practicum (e.g., treatment plans, goals and objectives, and progress reports).

Written Communication-Graduate

In response to a survey of SLPA faculty in May 2018, 4/9 faculty members reported that graduate students were provided with opportunities to address written communication in eight (8) required academic courses in the program. These courses included: Rehabilitation of Acquired Cognitive Disorders (e.g., game analysis), Child Language 3-21 (e.g., quizzes with feedback), Fluency (e.g., quizzes with feedback), Neurological Bases of Communication and Motor Speech Disorders (e.g., research project), Adult Aphasia and Related Disorders (e.g., case study), Research Methods (e.g., annotated bibliography), Seminar in Professional Practice I (e.g., Student Teaching Assessment and Reflection-STAR assignment), and Seminar in Professional Practice II (e.g., IPE/IPP reflections). In addition, all graduate students participate in professional writing throughout their clinical practicum (e.g., treatment plans, goals and objectives, and progress reports).

SLPA Department Goal 2: Strengthen departmental relationships with SLPA alumni.

This goal is in progress.

In 2017-2018, the SLPA department expanded the use of social media platforms to connect with alumni (e.g., in addition to Facebook, Twitter and Instagram are updated regularly). In addition, an SLPA Department faculty member collaborates with the Ithaca College Office of Alumni Relations and STAT (Students Today-Alumni Tomorrow) Office to strengthen alumni relationships (e.g., beta testing a new alumni app-Ithaca College Traditions, planning alumni weekend, and tabling at local community events). The department also maintains a Sakai site with job postings for alumni. In 2017-2018, 10 alumni provided guest lectures in various courses. Faculty also communicated with alumni via email and face to face meetings. The Department is working with the Ithaca College Office of Alumni Relations to organize our Open House for Alumni and Friends at the 2018 ASHA Annual Convention in Boston.

SLPA Department Goal 3: Students have opportunities to demonstrate critical thinking and apply the principals of evidence-based practice through learning about research methods and engaging in scholarly activities, including original research, in the areas of basic human communication and swallowing processes as well as communication and swallowing disorders.

This goal is in progress.

Critical Thinking-Undergraduate

In response to a survey of SLPA faculty in May 2018, 6/9 faculty members indicated that they provided opportunities for students to demonstrate critical thinking across five undergraduate courses. These courses included Fluency and Voice Disorders (e.g., segmental analysis), Phonetics (e.g., analysis of speech production), Clinical Methods (e.g., reflective practice capstone assignment), and Articulation and Phonological Disorders (e.g., speech sample analysis). In addition, students enrolled in the Clinical Practicum course had opportunities to demonstrate critical thinking (e.g., lesson plans, session reflections, and SOAP notes).

Evidence-Based Practice (EBP)-Undergraduate

In response to a survey of SLPA faculty in May 2018, 4/9 faculty members reported providing opportunities for students to apply principals of EBP across four courses. These courses included: Fluency and Voice Disorders (e.g., exam requiring evidence-based responses), Communication Disorders in the Aging Population (e.g., article summary and critique); Clinical Methods (e.g., EBP assignment), SLP in Educational Settings (e.g., site visit interview with SLP). In addition, students enrolled in the Clinical Practicum course had opportunities to demonstrate EBP (e.g., developed LTOs with evidence-based rationales).

Critical Thinking-Graduate

In response to a survey of SLPA faculty in May 2018, 5/9 faculty members indicated that they provided opportunities for students to demonstrate critical thinking across six courses. These courses included: Research Methods (e.g., PICO question project), AAC (e.g., oral exams); Fluency Development and Disorders (e.g., journal article critique), Neurological Bases of Communication and Motor Speech Disorders (e.g., exam questions), Adult Aphasia and Related Disorders (e.g., case study 1), and Seminar in Professional Practice I (e.g., exam), Seminar in Professional Practice II (e.g., in-class activities), and SLP in Educational Settings (e.g., in-service presentations). In addition, students had opportunities to demonstrate critical thinking in clinical placements (e.g., supervisor meetings, written reflections, and team planning).

Evidence-Based Practice-Graduate

In response to a survey of SLPA faculty in May 2018, 5/9 faculty members indicated that they provided opportunities for students to demonstrate EBP across eight courses. These courses included: AAC (e.g., in-class lab assignment), Research Methods (e.g., annotated bibliography), Rehabilitation of Acquired Cognitive Disorders (e.g., games analysis), question project), Neurological Bases of Communication and Motor Speech Disorders (e.g., research project), Adult Aphasia and Related Disorders (e.g., case study 2), and Seminar in Professional Practice I (e.g., EBP assignment/article summary), and Seminar in Professional Practice II (e.g., counseling/EBP assignment). In addition, students had opportunities to apply EBP in clinical placements (e.g., writing evidence-based rationales, evidence-based treatment plans, and written reflections).

The program prepares students to be consumers of research that will assist them in their clinical practice during their time as students as well as in their professional careers.

In addition, faculty provide undergraduate and graduate students with opportunities to present at a

variety of conferences.

Undergraduate Students:

2017/2018

Presentations at national conferences and international conferences: 1 faculty, 3 students across 4 presentations.

Presentations at Ithaca College Whalen Symposium: 3 faculty, 12 students across 7 presentations.

2016/2017

Presentations at ASHA, Ithaca College Whalen Symposium: 2 faculty, 2 students across 2 presentations.

2015/2016

Presentations at ASHA, Ithaca College Whalen Symposium: 4 faculty, 2 students across 2 presentations.

2014/2015

Presentations at Ithaca College Whalen Symposium: 2 faculty, 5 students across 2 presentations.

2012/2013

Presentations at NCUR: 1 Faculty, 5 students across 2 presentations.

Graduate Students:

2017/2018

Presentations at national conferences and international conferences: 2 faculty, 4 students across 4 presentations.

Presentations at Ithaca College Whalen Symposium: 1 faculty, 4 students across 2 presentations.

2016/2017

Presentations at ASHA, Ithaca College Whalen Symposium: 5 faculty, 19 current students/recent graduates across 5 presentations.

2015/2016

Presentations at ASHA, ASHA Schools, Ithaca College Whalen Symposium, Manchester Phonology Meeting; 4 faculty, 10 students, across 4 conferences.

2014/2015

Presentations at NYSSLHA, ASHA, Ithaca College Whalen Symposium, Clinical Aphasiology Conference; 6 faculty, 7 students across 8 presentations. In addition, 2 graduate students and one faculty member were co-authors on one publication.

2013/2014

Presentations at NYSSLHA, ASHA, Ithaca College Whalen Symposium; 6 faculty, 23 students across 15 presentations

2012/2013

Presentations at ASHA Schools, Grad Research Conference, AABSS, ELF, ASHA, Ithaca College Whalen Symposium; 3 faculty, 14 students across 12 presentations

SLPA Department Goal 4: Materials and technology are up to date and meet the academic, clinical, and administrative needs of the department.

In response to a survey of SLPA faculty in May 2018, 8/9 faculty reported that materials and technology for academic, clinical, or administrative purchases are up to date and meet their needs. Examples of materials and technology purchased in 2017-2018 include: \$37,000 capital purchase for a Kay Pentax Medical Processing Unit for Stroboscopy and departmental purchases of four iPads, one video camera, one endoscopic ear pick, an ear wash system, Attention Process Training Program, and a library of children's books on diversity and inclusion.

IC 20/20 THEME 2: FULFILLING OUR MISSION THROUGH INSTITUTIONAL EXCELLENCE AND ACADEMIC ACHIEVEMENT

Creating a Comprehensive System of Student Advising

Assessing Student Learning Outcomes and Enhancing Institutional Effectiveness

Faculty Development, Mentoring and Evaluation

Honors Program

Development of Alternative Learning Delivery Models

We provide an accredited program, within a liberal arts framework, that offers professional preparation in a clinical discipline. We provide a firm theoretical foundation that assists students in the development of independent functioning and critical thinking through the provision of academic, clinical, and research experiences. We strive to develop competent, confident, and contributing professionals and to contribute to the body of knowledge in the field of speech-language pathology.

SLPA Department Goal 1: Maximize faculty's potential for excellence in teaching, supervision, and scholarship.

The following provides evidence that the department supports maximizing faculty's potential for excellence in the areas of teaching, supervision, and scholarship.

2017/2018: In a May, 2018 survey, 9/9 faculty members reported engaging in a variety of professional development activities (e.g., Annual CAPCSD conference, Ithaca College Center for Faculty Excellence, and HSHP IPE/IPP event). In 2017-2018, faculty published three articles (across four faculty) and four faculty members provided presentations at peer-reviewed conferences. One faculty member took a one semester sabbatical.

In 2016/2017, faculty provided 20 presentations at state, national, or international conferences. Faculty published 1 article. Full-time faculty reported being well supported in the area of professional development through funds to support travel and participation in webinars.

In 2015/2016, nine out of ten faculty presented or published. Three posters were presented at the annual ASHA convention, three posters and one seminar were presented at the annual NYSSLHA convention. Five additional presentations were given in other venues. Faculty published eight articles and one book.

One faculty member took a one semester sabbatical.

Two faculty received CFRDs.

All faculty received funding for professional travel, supporting their professional development (which underlies teaching, scholarship, and teaching).

In 2014/2015, seven out of twelve faculty presented or published. Six posters and one seminar were presented at the annual ASHA convention. Two posters and one seminar were presented at the annual NYSSLHA convention. One presentation was given at the Clinical Aphasiology conference. Five additional presentations were given in other venues. There was 1 publication.

All faculty received funding for professional travel, supporting their professional development (which underlies teaching, scholarship, and teaching).

In 2013/2014, seven out of twelve faculty presented or published. Six posters were presented at the annual NYSSLHA convention, five posters were presented at the annual NYSSLHA convention. Four additional presentations were given in other venues. There was one publication.

One faculty member took a one semester sabbatical and also received a 3 credit release the following semester to complete a manuscript. One additional faculty received three credits to support scholarship.

One faculty member applied for and received an IC Academic Project Grant.

Faculty received funding for professional travel, supporting their professional development (which underlies teaching, scholarship, and teaching).

In 2012/2013, nine out of twelve faculty presented or published. Six posters were presented at the annual ASHA convention, 3 posters were presented at the annual NYSSLHA convention. One seminar was presented at the annual NYSSLHA convention. Seven posters or presentations were provided through other venues (typically other national or international conventions). Six articles were published.

Two faculty requested and received three credits of release time each, to support their scholarship. Two faculty jointly applied for and received an IC Academic Project Grant.

Faculty received funding for professional travel, supporting their professional development (which underlies teaching, scholarship, and teaching).

SLPA Department Goal 2: (added 8/2016) Maintain excellent faculty to student ratio by filling one tenure-eligible, academic faculty position.

In 2017/2018, we had one doctoral level faculty retirement in August 2018. A search will be conducted in the 2018-2019 academic year.

In 2016/2017, we completed a successful search for a doctoral level faculty member who will begin in August 2017.

In 2015/2016, we conducted searches to fill openings for two doctoral-level positions that resulted from retirements in May 2015. One position was filled; one position was searched but not filled.

SLPA Department Goal 3: (added 8/2016) Maintain undergraduate enrollment that meets the needs of the department and the institution.

The department prefers to have an undergraduate enrollment of 36 to 40 students in the senior year. Typically about 2/3 of those students enter directly into the SLPA major as freshmen; the remaining 1/3 transfer into the program during the sophomore year (transfers may be from within the college or from other institutions). At this time, we are maintaining undergraduate enrollment that meets the needs of the department and the institution. In the 2017-2018 academic year, 36 students graduated from the undergraduate program (six in December 2017 and 30 in May, 2018).

IC 10/20 THEME 3. EXPANDING OUR VISION THROUGH NATIONAL AND GLOBAL EDUCATION

Diversity on Campus and in the Curriculum

IC Across the Continent: New York City, Washington, D.C., Los Angeles

Educating the Global Citizen

All students in our undergraduate program take courses in a language other than English. Undergraduate students may elect to minor in a language other than English, participate in a study abroad experience, and take courses in which they learn about other cultures. Students in our graduate program are able to complete their clinical experiences in New York State or in affiliated sites within the continental United States.

SLPA Department Goal 1: Increase diversity of students in the program and increase exposure to diversity within the curriculum

Undergraduate Students: Diversity is infused throughout our undergraduate academic and clinical curriculum. In May 2018, seven faculty reported that students are given opportunities to provide their preferred pronoun (e.g., in orientation and in courses) and that cultural competency is included in courses across the curriculum (e.g., Introduction to Communication Disorders, Phonetics, Communication in the Aging Population, and Clinical Methods). Students are also exposed to diversity in the clinical practicum experiences (e.g., pre-K placements and accent modification clients and programs).

All SLPA undergraduate students are required to take 6 credits of a language other than English; culture is addressed in these courses. Students may take additional electives that address diversity.

Undergraduate students have exposure to other cultures through study abroad experiences. Students may study abroad for a full-semester or as a short-term experience.

Full-semester study abroad

spring 2018: 8 students studied in 3 countries.
spring 2017: 10 students studied in 7 countries.
fall 2106: 3 students studied in 3 countries.
spring 2016: 14 students studies in 7 countries.
spring 2015: 9 students studied in 4 countries.
spring 2014: 4 students studied in 3 countries.
fall 2013: 2 students studied in 2 countries.
spring 2013: 11 students studied in 4 countries.

Short-term study abroad

2017-2018: 1 student participated in an athletic experience in 2 countries.
summer 2015: 1 student studied in 1 country.
summer 2014: 1 student studied in 1 country.
winter break 2014: 1 student studied in 1 country.
fall break 2014: 1 student studied in 1 country.
summer 2013: 2 students studied in 2 countries.

The College's initiative to increase diversity among undergraduate students has resulted in increased diversity of the student body. The department does not collect data on diversity of the student body, rather, this data is collected at the institutional level. Institutional data indicates that the student body has steadily increased in diversity.

Graduate Students: Diversity is infused throughout our graduate academic and clinical curriculum. Based on a survey conducted within the department in May, 2018, faculty reported including issues related to diversity within academic courses.

In 2017-2018, as part of the HSHP strategic planning initiative, the SLPA Department engaged in continuing

education activities around diversity and inclusion (e.g., activities and discussions at an all-day HSHP retreat and department readings, webinars and reflections).

SLPA Department Goal 2: Increase student's exposure to a diverse client population

Graduate Students: Approximately twenty new clinical affiliations are developed each academic year, many of which are out of state. Students work with clients across the economic spectrum. Clinical opportunities on campus include a communication enhancement group for individuals who are transgendered and a social communication group for young adults with Autism Spectrum Disorder (ASD). We continue to provide accent modification for individuals for whom English is not the first language.

Appendix C

Strategic Plan Goal	IC Initiative	Program Mission and Goals
Goal 1: Graduate and undergraduate students demonstrate proficiency in oral and written communication skills necessary to master the required coursework and clinical practica.	LEVERAGING OUR STRENGTHS THROUGH INTEGRATIVE LEARNING	Educate undergraduate students and graduate students seeking a communication disorders program that is accredited by the Council on Academic Accreditation in Audiology and Speech Pathology and by the National Council for Accreditation of Teacher Education;
Goal 2: Strengthen departmental relationships with SLPA alumni.		Provide a firm theoretical, evidence-based foundation with opportunities for application to clinical practice in order to develop competent, confident, and contributing professionals qualified for certification by the appropriate professional groups;
Goal 3: Students have opportunities to demonstrate critical thinking and apply the principals of evidence-based practice through learning about research methods and engaging in scholarly activities, including original research, in the areas of basic human communication and swallowing processes as well as communication and swallowing disorders.		Prepare undergraduate students for graduate school and prepare graduate students for entry into the profession of speech-language pathology by providing academic, clinical, and research experiences that foster critical thinking, professionalism, and independence;
Goal 4: Materials and technology are up to date and meet the academic, clinical, and administrative needs of the department.		Provide the highest quality professional service to the individuals in our community who have communication and hearing disorders and differences.
Goal 1: Maximize faculty's potential for excellence in teaching, supervision, and scholarship.	FULFILLING OUR MISSION THROUGH INSTITUTIONAL	Encourage opportunities to advance knowledge relevant to the fields of speech-language pathology and audiology, disseminate this knowledge

Appendix C

	EXCELLENCE AND ACADEMIC ACHIEVEMENT	within the professional community, and advance the professions of speech-language pathology and audiology.
Goal 2: (added 8/2016) Maintain excellent faculty to student ratio by filling one tenure-eligible, academic faculty position.		
Goal 3: (added 8/2016) Maintain undergraduate enrollment that meets the needs of the department and the institution.		
SLPA Department Goal 1: Increase diversity of students in the program and increase exposure to diversity within the curriculum	EXPANDING OUR VISION THROUGH NATIONAL AND GLOBAL EDUCATION	